
**Tennessee Teacher Licensure Standards:
Special Education, Hearing PreK-12**

The Background:

Tennessee currently licenses teachers in six special education endorsement areas. Teachers endorsed in Special Education Hearing work in a variety of settings and are prepared to teach students with hearing impairment from birth through adulthood.

An Ad-Hoc Committee on Special Education Hearing Licensure, comprised of teachers, teacher educators, and administrators, developed the proposed revised licensure standards. The proposed standards build on the Special Education Core Licensure Standards approved by the Board in October 2002 and they are consistent with standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the standards of the Council for Exceptional Children (CEC).

Teacher candidates may major in exceptional learning or they may major in any acceptable major in the corresponding general curriculum areas. They will have field placements and student teaching experiences in a variety of settings covering the age span.

The proposed standards would become effective for candidates seeking licensure no later than September 1, 2010. Teachers currently holding the endorsement will continue to be able to teach.

The proposed standards were submitted to the Advisory Council on Teacher Education for review and were posted on the Board's web site and circulated to education constituency groups for review and comment prior to the Board's meeting in August.

The Recommendation:

The Advisory Council on Teacher Education and Certification recommends adoption of the proposed standards on final reading. The SBE staff concurs in this recommendation.

**Tennessee Teacher Licensure Standards
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Professional studies culminating in licensure prepare teachers of students who are deaf or hard of hearing. The students access the general education curriculum with appropriate adaptations and support and, based on assessed needs, participate in special curricula designed for students with hearing loss. The course work and related field and laboratory experiences enable teacher candidates to meet the following performance standards:

Content Standards

Standard 1

Discipline Taught and Foundations of Special Education

Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Supporting Explanation

Candidates demonstrate an understanding of the primary concepts and ways of knowing in the general and specialized curricula related to individuals with hearing loss from birth through grade 12. They also demonstrate an understanding of the implications of disability legislation and special education policies and procedures in supporting the educational needs of students with hearing loss.

- 1.1 Candidates demonstrate a solid base of understanding in the elementary education general curriculum areas of math, reading, English/language arts, science and social studies and provide consultation, materials, and instruction to general education teachers for making the general education curriculum accessible to students with hearing loss. They demonstrate a solid base of understanding in the expanded curriculum.
- 1.2 Candidates apply appropriately the educational definitions, identification and eligibility criteria, and incidence and prevalence information for individuals with hearing loss.
- 1.3 Candidates understand the historical and philosophical foundations of services for individuals with hearing loss. They know about current trends and issues in these areas and follow promising practices as evidenced by research and scientific literature in the field.

Standard 2

Student Learning and Development

Candidates understand how individuals learn and develop, and provide learning opportunities that support student intellectual, social and personal development, as well as their abilities to travel independently.

Supporting Explanation

Candidates understand that all individuals have universal and unique patterns of learning in cognitive, social, emotional and physical areas. They recognize that individuals with hearing loss may exhibit greater variation than those without and that hearing loss often influences development and functioning in other areas. Candidates use this knowledge to optimize learning opportunities for each student.

- 2.1 Candidates know the characteristics associated with hearing loss and the potential impact they may have on learning and development.
- 2.2 Candidates understand the basic terminology and etiologies related to hearing loss. They know about the anatomy and physiology of the ear. Candidates understand the impact of the onset of hearing loss, age of identification, and provision of services on the development of individuals with hearing loss.
- 2.3 Candidates understand the cognitive, social, emotional and physical development of individuals with hearing loss from birth through adulthood.
- 2.4 Candidates know about production, transmission and reception of speech sounds and other sounds.

Standard 3

Diverse Learners

Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Supporting Explanation

Candidates recognize that individuals with hearing loss come from a variety of cultures (including Deaf culture), languages, ethnicities and socioeconomic classes. They seek to understand how primary language, culture and familial backgrounds interact with the student's exceptional condition to impact the student's approaches to learning. Candidates understand and respect various aspects of Deaf culture.

Standard 4

Teaching Strategies

Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills.

Supporting Explanation

Candidates understand and use a variety of instructional strategies and technologies. They select, adapt and use these instructional strategies to promote challenging learning results in general and special curricula and to modify learning environments appropriately.

- 4.1 Candidates use multiple strategies for assessing, teaching, and measuring outcomes in each area of the expanded curriculum.
- 4.2 Candidates use specialized media, equipment, and technology suitable for students with hearing loss, including a variety of communication systems and amplification systems.
- 4.3 Candidates know how to access equipment, services and local, state and national resources available to foster independent living.
- 4.4 Candidates understand the roles and responsibilities of the teacher of students with hearing loss and demonstrate ability to work with students and school personnel—including interpreters and audiologists—to integrate students into a variety of settings.

Standard 5

Learning Environment

Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation and determination.

Supporting Explanation

Drawing on their knowledge of human motivation and behavior, candidates support a learning environment that is inclusive and encourages positive social interaction. They structure activities that specifically foster engagement, independent learning and self-motivation in students with hearing loss.

- 5.1 Candidates modify the physical environment to provide multi-sensory and optimal learning opportunities for students with hearing loss based on assessed needs.

- 5.2 Candidates minimize communication barriers to accessibility and facilitate acceptance of individuals with hearing loss.
- 5.3 Candidates collaborate with general education teachers in using appropriate methods to ensure individual academic success in one-to-one, small group and large group settings.
- 5.4 Candidates prepare students with hearing loss to take an active role in their IEP planning process in order to support their commitment to learning, self-motivation, self-advocacy and independence.
- 5.5 Candidates manage assistive and augmentative technology for individuals who are deaf or hard of hearing.

Standard 6

Communication

Candidates use knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the learning environment.

Supporting Explanation

Candidates understand that students with hearing loss often have communication or language delays or disorders associated with their hearing loss and may require multiple modes of communication. They teach language and communication skills, make accommodations to promote effective communication, and support the use of technology to promote learning and communication.

- 6.1. Candidates teach the use of social interaction skills, including verbal and non-verbal techniques.
- 6.2. Candidates prepare individuals with hearing loss to respond constructively to societal attitudes and actions.
- 6.3. Candidates have basic knowledge of a variety of communication systems including sign languages and oral strategies.
- 6.4. Candidates implement strategies for stimulating residual hearing.
- 6.5. Candidates gather and analyze verbal and nonverbal communication samples.

Standard 7

Planning

Candidates plan instruction based upon knowledge of subject matter, students, community and curriculum goals.

Supporting Explanation

Candidates use their knowledge of general and special curricula, learning theory, curriculum, child development, and assessed needs in planning interventions and instruction. Working with others in developing individualized plans, they adjust goals, teaching strategies and accommodations to facilitate opportunities for success for students with hearing loss in the general and expanded curricula.

- 7.1 Candidates understand the interrelationships of assessments, individualized education plan development, transition plan development, placement decisions and instruction.
- 7.2 Candidates sequence, implement, and evaluate learning objectives based on assessed needs in the expanded curriculum for individuals with hearing loss.
- 7.3 Candidates select and provide instruction for use of technologies to accomplish instructional objectives for individuals with hearing loss.
- 7.4 Candidates obtain and organize special materials to implement instructional goals for individuals with hearing loss.
- 7.5 Candidates integrate speech, sign, and auditory skills training into academic areas consistent with educational philosophy.

Standard 8

Assessment and Evaluation

Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, academic, social and physical development of the learner.

Supporting Explanation

Candidates understand the purposes, strengths, limitations and uses of various assessment approaches for making eligibility, placement, and instructional decisions for individuals with hearing loss. They administer, score, interpret and report on assessments. They work with families, general educators and others to plan and design accommodations, modifications, adaptations and alternate assessments. They ensure that appropriate assessments are obtained that lead to functional assessments.

- 8.1 Candidates select, administer, score and interpret formal and informal assessments appropriate for students with hearing loss, including preschool learners, students with multiple disabilities, and students with learning problems across curricular domains. Candidates assess language development, auditory perception and speech.
- 8.2 Candidates understand and apply specialized terminology, ethical considerations, laws and policies related to assessment of individuals with hearing loss and work to ensure that assessments are conducted in consultation with or by individuals knowledgeable about hearing loss.
- 8.3 Candidates apply specialized policies and procedures in screening, pre-referral, referral, identification and programming for individuals with hearing loss.
- 8.4 Candidates provide appropriate accommodations, adapt formal and informal tests, and use disability-specific tests and alternative assessment techniques when needed.
- 8.5 Candidates interpret audiological tests related to diagnostic information.
- 8.6 Candidates interpret and use assessment data for instructional planning, determining instructional effectiveness, and measuring outcomes with individuals with hearing loss.

Standard 9

Reflective Practitioner

Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Supporting Explanation

Candidates are guided by the profession's ethical and professional practice standards. They devote ongoing attention to legal matters along with serious professional and ethical considerations. They view themselves as lifelong learners and regularly reflect on and adjust their practice.

- 9.1 Candidates continually evaluate the effects of their attitudes and choices when addressing the varied and unique educational needs of individuals with hearing loss.
- 9.2 Candidates use the resources of organizations and publications relevant to the field of hearing.

Standard 10

Colleagues, Families, and Community

Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Supporting Explanation

Candidates understand that families, schools and communities are important contexts for teaching, learning and development. They advocate for students with hearing loss to receive the support they need to be successful in the expanded curriculum and to achieve the goals of their individual plans. They collaborate with other teachers, professionals, other students with hearing loss, families and members of the Deaf Community to ensure that students have opportunities to become valued members of the classroom, school and the larger community.

- 10.1 Candidates use strategies for assisting families and other team members in planning appropriate transitions for individuals with hearing loss.
- 10.2 Candidates access services, networks, and publications for and organizations of individuals with hearing loss and other professional organizations.
- 10.3 Candidates collaborate with school personnel, students and families in teaching students with hearing loss in the general education classroom with appropriate supports.
- 10.4 Candidates provide families with knowledge, skills and support to make choices regarding communication modes, philosophies and educational options across the lifespan.

Program Implementation Standards

- 1. The program of study enables teacher candidates to meet performance standards for teaching students from birth to age 21 who are deaf or hard of hearing.
- 2. Institutions of higher education provide candidates with a well integrated field-based component involving students at a variety of age levels who have a variety of learning abilities, including students with multiple disabilities. To the extent possible, candidates have experiences in consultant, itinerant, resource and self-contained settings. Field experiences provide opportunities for participation in programs using a variety of communication modes. Institutions provide practicum experiences prior to the student teaching or full year internship experience. The field experiences include opportunities for the candidates to collaborate with other educational professionals.
- 3. In addition to the documents referenced in the special education core, institutions of higher education use the following document (as it may be

amended) when designing, implementing and evaluating teacher preparation programs: Professional Standards: Deaf and Hard of Hearing. Council for Exceptional Children, 2001.

4. These licensure standards become effective for candidates seeking licensure no later than September 1, 2010. Institutions with programs in special education, hearing will submit standards for conditional approval no later than June 1, 2007.

**Special Education Hearing
Ad-Hoc Committee on Licensure
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